



# **N.J.A.C. 6A:30, Evaluation of the Performance of School Districts: New Jersey Quality Single Accountability Continuum (NJQSAC) Adoption Level**

**Robert L. Bumpus, Assistant Commissioner**



# New Jersey Quality Single Accountability Continuum (NJQSAC)

NJQSAC was created to ensure districts are providing a thorough and efficient education to all students. NJQSAC also provides guidelines for initiating or withdrawing from partial or full state intervention.

NJQSAC includes quality performance indicators in five key component areas:

- Instruction and program
- Fiscal management
- Governance
- Operations
- Personnel

If a district does not satisfy at least 80% of the weighted quality performance indicators in one or more of the five key component areas, the district must develop an NJQSAC district improvement plan.



# Objectives in Revising NJQSAC

## Clarify

- Ensure indicators are, where possible, **clear, objective and measurable**
- Ensure point values and weighting of indicators reflect **State priorities and scoring is easier to understand**
- Focus on growth and performance for **all students** throughout the district
- Share QSAC User Manual with all stakeholders to provide greater transparency in evaluation process

## Align

- Ensure all accountability systems (state, local, federal) compliment one another to create **a cohesive set of goals** for students, educators, and districts
- Ensure NJQSAC overall ratings **align with measures** used in other accountability systems (e.g., PARCC proficiency, student growth, graduation rates)
- Improve consistency and reliability of QSAC evaluation teams through intra and inter rater agreement training and processes

## Simplify

- Reduce the number of overall indicators and further **eliminate redundancy**
- Reduce the time and resources educators must prepare for a NJQSAC visit



## Design of QSAC

- “Input” indicators
  - Fiscal Accountability
  - Governance of the school district
  - Quality professional development
  - Quality instruction
  - Implementation of statutory mandates
- “Output” indicators
  - Staff evaluation
  - Student performance



# District Performance Review Indicators

The District Performance Review indicators are comprised of five key component areas of school district effectiveness. Amendments to Instruction and Program indicators are proposed to further clarify, align and simplify existing indicators and the process.

Instruction and Program (I&P)	Meeting the state's measure for student performance and progress with a focus on <b>progress growth model and subgroup performance</b> ; and aligning curriculum to State standards for <b>each content area</b>
Fiscal Management	Focusing on <b>standard operating procedures</b> ; satisfying annual audits; managing grants and capital funds; implementing facilities plan; conducting <b>annual safety reviews</b> ; preparing and analyzing fiscal year cash flow; and employing a certified facilities manager
Governance	<b>Developing aligned curriculum</b> , overseeing budget process; developing policies; evaluating superintendent and reviewing administrative contracts
Operations	Implementing policies on student conduct, attendance, alcohol, tobacco, and drugs; HIB; reporting data to NJSMART and the electronic violence and vandalism reporting system; <b>maintaining a positive school climate</b> ; and providing transportation, health, counseling and guidance services
Personnel	Providing <b>high-quality professional development</b> ; aligning staff evaluations to TEACHNJ; supporting novice teachers; promoting quality supervision; focusing on the <b>position control roster</b> ; continued implementation of important compliance activities



# Amendments Upon Adoption for Consideration

The majority of proposed amendments to the DPR between proposal level and adoption were made for clarity and alignment with underlying statute and code.

## **Some Examples:**

### Instruction and Program:

- Clarified the indicators to better align with the requirements of the underlying code for curriculum.
- Changed the structure of Indicator 16 for clarity.

### Governance:

- Added a requirement that each new board member has received training on CSA evaluation.
- Removed language from Indicator 12 which created duplicate monitoring for the Open Public Meetings Act.
- Removed unnecessary language in Governance Indicator 2b related to superintendent evaluations.

### Personnel

- Changed the term “correct” to “complete” in Personnel Indicators 1a and 1b to clarify that QSAC will monitor that the district has completed the required evaluation procedures.
- Changed the term “school activities” to “administrator practices” in Personnel Indicator 6 for clarification.



## Questions and Thank you